

**U.S. Department of Education - EDCAPS  
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 08/06/2014 11:18 AM

## Technical Review Coversheet

**Applicant:** Fresno County Office of Education (U351C140030)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	5	5
<b>Quality of Project Design</b>		
1. Project Design	10	7
<b>Quality of Project Services</b>		
1. Project Services	15	15
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	30	28
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	25
<b>Sub Total</b>	100	95
<b>Priority Questions</b>		
<b>CPP-Technology</b>		
<b>Competitive Preference Priority-Technology</b>		
1. CPP-Technology	20	20
<b>Sub Total</b>	20	20
<b>Total</b>	120	115

# Technical Review Form

Panel #3 - Professional Development Arts Educators - 3: 84.351C

Reader #3: \*\*\*\*\*

Applicant: Fresno County Office of Education (U351C140030)

## Questions

### Selection Criteria - Significance

1. **The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

#### General:

Fresno school district proposes to introduce iACCESS, a PD program that is a follow up to the needs assessment process they initiated as part of the Kennedy Center's "Any Given Child" initiative. The project should result in improved performance of arts teachers in delivering standards based visual and performing arts classes as well as other academic teachers in integrating the arts to heighten the delivery of standards based ELA and other subjects. The project will generate training and curriculum models that will elevate performance in high poverty schools. Research findings should be of great interest to the larger arts education community as well as the stakeholders within the immediate schools served. The project should demonstrate the use of technology as a powerful force to increase teaching and learning processes as well as to assess short, middle and long-term progress. (See pages e13, e16 - 17.)

Reader's Score: 5

#### Sub Question

1. **(A) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

#### Strengths:

This project emerges from an intensive needs assessment guided by the Kennedy Center's "Any Given Child" program. Data derived from participation in "Any Given Child" has been used to guide the next phase of development of arts education in the District. (See pages e 13, 16 - 17; Appendix B, page e66; and Appendix E, pages e200 - e254.) All aspects of this proposal are sufficiently detailed, and it is reasonable to assume that the goals and objectives will be reached and the district will increase its capacity to provide improved and/or expanded services that address the need of the 12 high poverty schools targeted for this initiative. The results of this project including curriculum and assessment materials should be of value to other districts, and the process of dissemination described should make information available both online and in meetings and conferences.

#### Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses

#### Reader's Score:

2. **(B) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.**

#### Strengths:

The district's experience with sophisticated technology that assists dissemination about project elements and findings regarding student performance should enable other practitioners to use elements of the PD model elements in their own schools. The proposal describes both online and in person strategies and includes such activities in its management plan. For example, the proposal describes how the district will "have an iACCESS

**Sub Question**

website that contains all resources needed for implementation of the integrated curriculum." Furthermore, "the district will have key data that ties arts integration PD to student achievement in the arts and CCSS in ELA gathered by the mobile online arts assessment tool..." (page e18). Both the resources and assessment information will be useful for other districts that wish to emulate Fresno's procedures and instruments.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of Project Design**

**1. The Secretary considers the quality of the design of the proposed project by considering the following factors:**

**General:**

The proposal contains well developed descriptions of activities and outcomes and could be a model for other districts to emulate. It is a very complicated design, but the management plan and personnel involved should help to ensure its completion in a timely way. The design does not, however, include specific strategies to engage those teachers who may be reluctant to get involved in the PD.

**Reader's Score: 7**

**Sub Question**

**1. (A) The extent to which the design of the proposed project is supported by strong theory.**

**Strengths:**

The proposal includes both citations and an analysis of published research that is recognized as the gold standard for studies investigating learning in and through the arts as well as assessing arts programs.

**Weaknesses:**

The program does not include specific strategies to engage teachers who may be reluctant to participate as described by some of the findings from the Any Given Child assessments. The applicant may benefit from examining the feedback from arts organizations on barriers to improving and expanding arts education in schools (page e83).

**Reader's Score:**

**2. (B) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

**Strengths:**

The project includes ample time for planning prior to implementing new curriculum models and the instructional strategies for delivering them in the future. By refining the training process, documenting the benefits of arts integration for the District's students, and meeting regularly in Accountable Communities, the project's leaders will plan to scale up this PD across the District, especially in Year 4 of the project (page e26).

#### Sub Question

##### **Weaknesses:**

The design is rather complicated and does not include an estimate of how willing teachers will be to undertake the rigorous and time-consuming training. It anticipates outcomes that do not take into account the amount of time teachers will dedicate to use new methods and curriculum during their typical teaching session. This is especially true in regard to the actual time on task in art and music classes. The proposal lacks a projection of how teachers will find the time to integrate new practices and new Lesson Studies into their teaching plans.

##### **Reader's Score:**

#### **Selection Criteria - Quality of Project Services**

- 1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

##### **General:**

The proposal describes well the services to be provided.

**Reader's Score: 15**

#### Sub Question

- 1. (A) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

##### **Strengths:**

The strategies described in the proposal are those commonly accepted as ensuring equal access and treatment for eligible project participants that have been traditionally underrepresented. By selecting participating schools from each of the seven regions within the district, the project should be able to ensure equal access and treatment so that all "treatment demographic populations are proportionate to the district-wide percentages" (page e28).

##### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

##### **Reader's Score:**

- 2. (B) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**

##### **Strengths:**

The proposal outlines rigorous training and provides resumes that attest to the quality of those who will provide PD services including workshop leaders and mentors. The timeline integrates extensive planning with careful implementation including training the trainers (10 school leaders who are highly trained and experienced arts integration specialists). Time allotted for training, and a description of the content and procedures of training, align with research on best practices.

##### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

##### **Reader's Score:**

**Sub Question**

- 3. (C) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

**Strengths:**

The proposal includes impressive descriptions of those who will lead this project and provide the support system to help teachers apply their new knowledge and skills in classrooms. The anticipated curriculum models, guided by curriculum experts, should lead to improvements in student achievement as measured by project-made and standardized instruments.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**

**General:**

Qualifications of staff and consultants are impressive and relevant to the tasks described in the proposal.

**Reader's Score: 15**

**Sub Question**

- 1. (A) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**Strengths:**

The district has a demonstrated record of seeking underrepresented groups to encourage applications. The proposal describes its efforts to recruit candidates for jobs by broadcasting job openings to other urban areas of the county where underrepresented groups may include highly qualified candidates working in arts integration (page e36).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses

**Reader's Score:**

- 2. (B) The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

Resumes of individuals who will lead this project include extensive experience in arts education and in some cases, background as professional artists. The project manager for iACCESS has yet to be hired, but the district is looking for a highly qualified professional according to the job description. The Arts Integration Specialist has a record of accomplishment within the Fresno Schools, with cultural organizations and with other school districts. Other existing key personnel combine complementary expertise in technology, arts integration, assessment and leadership (pages e36 - 40, and Appendix, e277 - 283).

**Sub Question**

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses

**Reader's Score:**

**3. (C) The qualifications, including relevant training and experience, of project consultants or subcontractors.**

**Strengths:**

David Reider, principal partner of Education Design, will serve as Project Evaluator. He has extensive experience evaluating arts education programs on both the East and West Coasts and will coordinate with the District's Research and Assessment Liaison. The Online Learning Consultant offers important expertise that will enable the District to deliver its ambitious plans for evaluation and dissemination. The Curriculum Specialist has both practical and theoretical knowledge regarding the development of appropriate curriculum. This is a very strong team with complementary expertise that is essential to the success of this project. (See pages 270 - e296.)

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

**1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

**General:**

The management plan is clear and contains activities and role descriptions that align with school calendars and the realities of school life. The proposal does not indicate who will be the Principal Investigator.

**Reader's Score: 28**

**Sub Question**

**1. (A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Strengths:**

The logic model summarizes the management plan well. The timelines and milestones are detailed and reasonable. Budget allocations are reasonable and augmented by district funds. Key personnel's responsibilities are clearly defined and reasonable. The proposal calls for a compensated liaison for evaluation and assessment. This makes a great deal of sense and will enable to the external evaluator to retrieve data efficiently.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**2. (B) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Sub Question**

**Strengths:**

The time allocations of the project director and arts integration consultant (employees) seem reasonable. The Project Manager will serve as a full-time employee, (pages e48-e49) 50% of whose salary will be paid with grant funds (pages e48-49).

**Weaknesses:**

There is no reference to who fills the role of Principal Investigator (page e49); it is difficult to know whether the PI role is assumed by the Evaluator.

**Reader's Score:**

3. **(C) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

Regular feedback and opportunities for continuous improvement are included in the management plan. The monthly staff meeting, held by the Project Manager, will be the cornerstone of the continuous improvement process.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

1. **The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**General:**

The proposal contains a thoughtful description of a well designed evaluation, addressing important questions in a systematic way, conducted by an external evaluator who is very experienced in programs of this kind.

**Reader's Score: 25**

**Sub Question**

1. **(A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

**Strengths:**

The evaluation activities will be lead by Dr. David Reider. The design combines outcomes-based research with program evaluation processes. Methods are aligned with best practices that combine qualitative and quantitative research. The analysis of test results (standardized and project-developed) are combined with analyses of classroom observations, survey results, and interviews. Sufficient time is allotted for data collection, feedback and interpretation. (page e51)

### Sub Question

#### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### **Reader's Score:**

2. **(B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

#### **Strengths:**

The Evaluation Design allots a generous amount of time for retrieving performance feedback in written and interview modes from all groups of participants. Periodic check-ins with data allow for timely adjustments, as needed.

#### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### **Reader's Score:**

3. **(C) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

#### **Strengths:**

This project should make a significant contribution to arts education research by studying economically challenged students in a setting that until recently had very little in the way of sequential music instruction due to gargantuan budget cuts. The District recently reinstated the arts in elementary schools which gives researchers an opportunity to examine school performance prior to and since the arts have been restored to their proper place within the school day. The methods address important questions related to how the project works as well as its results. The concern with growth in content knowledge is one that is rarely researched and will make a valuable contribution to the literature on arts education. The analysis of information retrieved is in the hands of professionals equally adept at quantitative and qualitative analysis. (See pages e57 - e61.)

#### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### **Reader's Score:**

### Priority Questions

#### **CPP-Technology - Competitive Preference Priority-Technology**

1. **Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

#### **Strengths:**

Technology will be used at every opportunity for training (online), instruction (using online and website resources), arts making, evaluation and assessment. The technology possibilities do not overwhelm the person-to-person connections that are an integral part of teaching and learning in any subject.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:** 20

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**Status:** Submitted

**Last Updated:** 08/06/2014 11:18 AM

Status: Submitted

Last Updated: 07/17/2014 09:15 AM

## Technical Review Coversheet

**Applicant:** Fresno County Office of Education (U351C140030)

**Reader #1:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	5	5
<b>Quality of Project Design</b>		
1. Project Design	10	8
<b>Quality of Project Services</b>		
1. Project Services	15	15
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	30	28
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	25
<b>Sub Total</b>	100	96
<b>Priority Questions</b>		
<b>CPP-Technology</b>		
<b>Competitive Preference Priority-Technology</b>		
1. CPP-Technology	20	20
<b>Sub Total</b>	20	20
<b>Total</b>	120	116

# Technical Review Form

Panel #3 - Professional Development Arts Educators - 3: 84.351C

Reader #1: \*\*\*\*\*

Applicant: Fresno County Office of Education (U351C140030)

## Questions

### Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

**General:**

None noted.

Reader's Score: 5

#### Sub Question

1. (A) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

**Strengths:**

The applicant is a County office of education located in the state of California. It is proposing to provide an art integration professional development program in high poverty elementary schools in a nearby district through the use of web-based training and open access to project services. (Page e15) The applicant will train a cadre of 10 teacher leaders who will collaborate on the development and field testing of a model art integration curriculum unit that addresses the state standards. As a result, the applicant will build its capacity to deliver high-quality professional development by creating a network of teacher leaders who will continue the implementation of the program during and after the grant. The activities will eventually be scaled up to all 67 schools in the district.

**Weaknesses:**

None noted.

**Reader's Score:**

2. (B) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

**Strengths:**

The applicant will disseminate information about the project that employs the use of technology. It will use a project website as a repository for the integrated curriculum developed and its other activities. It would also provide grade level data across the district for use by various stakeholders. It will disseminate project results in regional and state level meetings and will work with the state office to reform educational programs.

**Weaknesses:**

None noted.

**Reader's Score:**

### Selection Criteria - Quality of Project Design

**1. The Secretary considers the quality of the design of the proposed project by considering the following factors:**

**General:**

None noted.

**Reader's Score: 8**

**Sub Question**

**1. (A) The extent to which the design of the proposed project is supported by strong theory.**

**Strengths:**

The applicant has developed five major goals for the project for which it also provides a series of objectives. These objectives are based on a theory supported by research demonstrating that effective teacher professional development in the arts is directly linked to student learning. (Page e23) In addition, the project is based on a strong theory that high quality professional development in the arts increases teachers self efficacy which will result in more frequent and more effective classroom implementation. It also is focused on a theoretical base that the impact of arts is greatest for low achievement students who attend the 12 pilot sites. The information is supported by research that is timely and appropriate.

**Weaknesses:**

None noted.

**Reader's Score:**

**2. (B) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

**Strengths:**

The applicant indicates that the project will provide substantial professional development for art teachers who have not had such training over a long period of time. (Page e26) The district has included the project as part of its overall existing art plan in which it will expand the project activities to all elementary schools. As a result, the art integration process will continue beyond the life of the grant.

**Weaknesses:**

The applicant does not provide specific information about how it will absorb the cost of the current project as described in the application. It is unclear whether regular funds will be used to finance future professional development or an external funding source will be sought as a means to maintain the same level of training activity.

**Reader's Score:**

**Selection Criteria - Quality of Project Services**

**1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

**General:**

None noted.

Reader's Score: 15

Sub Question

1. **(A) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**Strengths:**

The applicant ensures equal access and treatment for all members of underrepresented groups in the school district. (Page e28) The 12 schools in the pilot effort represent all seven regions of the demographic population of the district. As a result, the applicant guarantees that all teachers and students at each grade level receives the same project services.

**Weaknesses:**

None noted.

Reader's Score:

2. **(B) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**

**Strengths:**

The applicant describes the proposed activities for each year of the project. For example, in year one the district will recruit a cadre of 10 elementary teacher leaders who will be trained in presentation skills, reflection based teacher instructional strategies, and group facilitation techniques. (Page e29) These strategies will be used to develop other teachers and build a capacity for standards-based instruction in theater and visual arts over a 40 hour time frame. Working with a consultant and a web designer, the district will create an online curriculum for interdisciplinary arts studies for use in distance learning as well as face-to-face workshops. Other activities include an Accountable Communities plan, a baseline survey, a mobile online arts assessment tool, and other activities. These activities reflect a great deal of planning and effort to ensure that the teachers and students receive intensive support.

**Weaknesses:**

None noted.

Reader's Score:

3. **(C) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

**Strengths:**

Each of the activities described by the applicant are aligned with state standards. For example, in year 2, cadres of 25 teachers will receive foundational training in theater and visual arts that are directly aligned with grade level standards from the content standards for the state of California. (Page e32)

**Weaknesses:**

None noted.

Reader's Score:

**Selection Criteria - Quality of Project Personnel**

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:

**General:**

None noted.

**Reader's Score:** 15

**Sub Question**

1. (A) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

**Strengths:**

The applicant describes its plans to address the issue of including underrepresented participants and personnel in the project. (Page e36) It will identify County offices nearby who have a proportionally higher number of highly qualified candidates working in art education who are members of underrepresented groups. It will also target colleges and universities with predominantly underrepresented student bodies. In addition, it will also identify other projects likely to be serving members from underrepresented groups. As a result, the applicant will have a number of sources from which to recruit potential candidates.

**Weaknesses:**

None noted.

**Reader's Score:**

2. (B) The qualifications, including relevant training and experience, of key project personnel.

**Strengths:**

The applicant identifies four key personnel; the project director, the project manager, the research and assessment liaison, and the arts integration specialist. (Page e36) The individual serving initially as both the project director and project manager has a 25 year teaching career as an arts specialist teacher and has experience in creating art programs in urban schools. Included in the attachments is the copy of his resume. Other personnel are described in both the narrative and supported by attached resumes. All are appropriate and will assist the project in achieving its objectives.

**Weaknesses:**

None noted.

**Reader's Score:**

3. (C) The qualifications, including relevant training and experience, of project consultants or subcontractors.

**Strengths:**

The applicant provides a description of the qualification of the project evaluator, online learning consultant, website designer, and mobile application designer. (Page e40) In addition to the narrative provided in the application, the applicant also provides resumes which reflect appropriate experience and qualifications.

**Weaknesses:**

None noted.

**Sub Question**

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

- 1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

**General:**

None noted.

**Reader's Score: 28**

**Sub Question**

- 1. (A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Strengths:**

The management plan provided by the applicant describes the roles of the project director, the evaluator, and other key staff personnel. (Page e44) The applicant indicates that it will use its experience in conducting previous projects to ensure that it will achieve the objectives on time and within budget. It provides a project timeline, key milestones, and roles of the various staff members. The narrative and chart indicates how it plans to conduct the project and accomplish its objectives. The timelines are annual and provide specific tasks and a timeframe for their completion.

**Weaknesses:**

None noted.

**Reader's Score:**

- 2. (B) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Strengths:**

The applicant provides a chart to illustrate how the staff is committed to the project. (Pages e48-e49). For example the project manager will commit 215 days to the project each year for a total of 860 days. In general, other staff members are identified with equal specificity in terms of their allocated time. With a full-time project manager, the overall time commitments are appropriate.

**Weaknesses:**

The applicant includes the position of Principal Investigator who was not identified in the Key Personnel section of the application. More information on this professional, and how he or she will participate in the project, is needed to determine if the time commitment is appropriate.

**Reader's Score:**

- 3. (C) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

Using a Continuous Improvement Process, the project manager will hold monthly meetings which will include a review of the curriculum and activities as well as the development of technology tools. (Page e50) Included will be

**Sub Question**

a presentation by staff showing what has occurred, what information has been collected, and how it is applied to assessing the program. In addition, general information from the evaluator will also be reviewed. The information will be used to develop new activities or alter current services.

**Weaknesses:**

None noted.

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**General:**

None noted.

**Reader's Score: 25**

**Sub Question**

- 1. (A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

**Strengths:**

The evaluation plan provided by the applicant includes a description of the external evaluator. (Page e51) The plan includes an outcome based research study focusing on the impact of the program as well as an overall evaluation of the grant process including implementation, sustainability, and transferability of the model. Focusing on the goals and objectives of the project, the evaluation plan will include strategies to assess teacher outcomes as well as student achievement. The activities will generate both qualitative and quantitative data for assessment.

**Weaknesses:**

None noted.

**Reader's Score:**

- 2. (B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

The plan includes an expanded term, mixed method evaluation design which includes a long-term timeline, a focus on project purposes, both formative and summative data collection and analysis, a focus on performance measures, and both quantitative and qualitative data. (Page e58) The plan will determine if the project has remained focused on its objectives and has met implementation challenges effectively. The applicant aligns its methods and strategies to key researchers and experts.

**Weaknesses:**

None noted.

**Reader's Score:**

**Sub Question**

**3. (C) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

**Strengths:**

The applicant indicates that it will use both formative and summative reporting and assessments in completing its evaluation. (Page e57) The mixed methods participatory research design will use interviews which will be recorded, transcribed and analyzed using any emergent dimensional coded schema to identify change and growth over time. For analysis, the evaluation plan includes dependent variables related to reading fluency, characterizations and descriptions, language use vocabulary, and other areas. Both descriptive and analytic statistics will be applied to the data to determine the significance of the test results and other data to be presented.

**Weaknesses:**

None noted.

**Reader's Score:**

**Priority Questions**

**CPP-Technology - Competitive Preference Priority-Technology**

**1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

The applicant seeks to develop a number of innovative uses of technology in providing its professional development in arts education. For example it intends to develop and pilot two six-hour online professional learning modules that can be used in a flip classroom model as well. (Page e21) In addition, a major goal of the project is to improve teacher effectiveness through the use of digital tools to assess student art achievement, which includes collaboration with a web-based application designer to create mobile art tools. The applicant provides specific activities that will likely lead to the achievement of these outcomes.

**Weaknesses:**

None noted.

**Reader's Score: 20**

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**Status:** Submitted  
**Last Updated:** 07/17/2014 09:15 AM

Status: Submitted

Last Updated: 07/17/2014 06:16 PM

## Technical Review Coversheet

Applicant: Fresno County Office of Education (U351C140030)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	5	5
<b>Quality of Project Design</b>		
1. Project Design	10	9
<b>Quality of Project Services</b>		
1. Project Services	15	15
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	30	28
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	25
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>CPP-Technology</b>		
<b>Competitive Preference Priority-Technology</b>		
1. CPP-Technology	20	20
<b>Sub Total</b>	20	20
<b>Total</b>	120	117

# Technical Review Form

Panel #3 - Professional Development Arts Educators - 3: 84.351C

Reader #2: \*\*\*\*\*

Applicant: Fresno County Office of Education (U351C140030)

## Questions

### Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

**General:**

N/A

Reader's Score: 5

#### Sub Question

1. (A) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

**Strengths:**

The applicant provides moderate evidence of the project's likelihood of building local capacity to provide, improve, or expand services that address the needs of the target population. The applicant provides good information regarding the need for more arts instruction within its high-poverty schools, as evidenced in the needs assessment within Appendix C (p e134-e161) that shows the minimal amount of time that dance, music, theater, visual, integrated, and other arts instruction is offered by grade (p e153/Appendix 86). The program will build on the success of another arts integration initiative that has increased teacher knowledge and confidence in arts instruction (p e16).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

2. (B) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

**Strengths:**

The applicant provides strong evidence of the extent to which the project results will be disseminated in ways that enable others to use the information or strategies. The applicant will utilize a website to store project data and materials, including teacher resources, integrated curricula, and student data. Project results will be disseminated to meetings with county and regional arts leaders, as well as the California Office to Reform Education, whose members include four other large California districts.

The applicant will also be able to leverage national partners. As part of a related Kennedy Center initiative, the applicant's work will be disseminated to more than 20 other sites through meetings and phone conferences. The school district administration is committed to providing resources to scale up the project across all 67 elementary schools in the district (p e19).

**Sub Question**

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of Project Design**

**1. The Secretary considers the quality of the design of the proposed project by considering the following factors:**

**General:**

N/A

**Reader's Score: 9**

**Sub Question**

**1. (A) The extent to which the design of the proposed project is supported by strong theory.**

**Strengths:**

The applicant provides strong evidence of the extent to which the proposed project's design is supported by strong theory. The applicant cites several research studies that show the importance of teacher professional development to student arts integration performance (p e23); the importance of teacher confidence in arts classroom success; and the great impact of arts instruction on low-income children (p e25). One of the models cited in the research will form the basis of the applicant's program (p e24).

The applicant's logic model (p e255) is supplemented with more detailed information regarding specific activities to be undertaken by the project team. The level of detail is impressive and provides a strong sense of the applicant's vision for this project (p e20-e23).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**2. (B) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

**Strengths:**

The applicant provides strong evidence of the sustainability of the project's potential and planning to incorporate the project's purposes, activities or benefits beyond the grant period. With a fully-trained cadre of K-2 teachers and a model aligned to grades 3-6, the district will provide opportunities for dissemination of the materials and scale-up training in monthly Accountable Communities meetings (p e26).

**Weaknesses:**

While the applicant plans to include the arts-integration training within its overall professional development offerings after the grant period, the application would benefit from information regarding what financial resources would support that sustained work.

Sub Question

Reader's Score:

Selection Criteria - Quality of Project Services

1. **The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

General:

N/A

Reader's Score: 15

Sub Question

1. **(A) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**Strengths:**

The applicant provides strong evidence of the project's strategies for ensuring equal access and treatment for underrepresented groups. All twelve target schools are Title I schools with 90% free and reduced lunch rates (p e28). The schools reflect different demographics based on the seven regions of the school district, and all 3rd-6th grade teachers will be eligible for the professional development (p e28).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

2. **(B) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**

**Strengths:**

The applicant provides strong evidence of the extent to which the proposed professional development will lead to improvements in practice among recipients of those services. Teachers will receive 40 hours of intensive professional development training in face-to-face, online instruction, and classroom implementation (p e32) that will include an opportunity to work with professional artists and former classroom teachers (pe33). Teachers will be provided with model lessons and curricula guidance that is aligned to Core standards. They will also receive training regarding the mobile online assessment tool, a key component of the program's continual improvement process.

A strong insight of the applicant, based on the experience of similar district initiatives, is the decision to provide teachers with curricula rather than have them write their initial curricula; teachers will have more time to become comfortable with the new concepts and methods of teaching before creating their own lesson plans (p e33).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

Reader's Score:

3. **(C) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

**Sub Question**

**Strengths:**

The applicant provides moderate evidence that the project's services will lead to improvements in student achievement as measured against rigorous academic standards. The project's rigor in developing teachers' artistic instruction that is aligned to rigorous State standards will increase student academic achievement (p e35).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

1. **The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**

**General:**

N/A

**Reader's Score: 15**

**Sub Question**

1. **(A) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**Strengths:**

The applicant provides strong evidence of the extent to which the applicant will encourage employment applications from underrepresented groups. The applicant will seek applicants from Alameda, San Francisco, and Los Angeles counties, which have a larger pool of underrepresented personnel to draw from. Additionally, the applicant will seek out universities serving underrepresented groups and will work with its national partners to identify candidates (p e36).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

2. **(B) The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

The applicant provides strong evidence of the qualifications of key project personnel. The project team is impressive, with project experience ranging from authorship of several guidebooks to integrating arts education to the development of a California state arts coalition to significant evaluation experience to training over 500 teachers (p e38-e40). The qualifications for the Project Manager to be hired are rigorous and will require a very skilled person to handle the multitude of functions assigned to this position (p e38-e39).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Sub Question**

**3. (C) The qualifications, including relevant training and experience, of project consultants or subcontractors.**

**Strengths:**

The applicant provides strong evidence of the qualifications of project consultants or subcontractors. The qualifications of the proposed evaluator and online learning consultant (p e40-e41) are first-rate, with experience in leading educational researchers and projects. The evolution of the online learning consultant's work is particularly interesting and relevant for this project.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

**1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

**General:**

N/A

**Reader's Score: 28**

**Sub Question**

**1. (A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Strengths:**

The applicant provides moderate evidence of the project's management plan to achieve project objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for project tasks. The proposed timeline of activities (p e44-e48) appears appropriately detailed and shows clear ties to proposed project objectives. Of special interest are the numerous opportunities for feedback and potential updates to the project implementation, such as the Monthly Accountable Community meetings, which will include the Project Manager, Lead Teachers, Teachers, and Consultant team (p e46).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**2. (B) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Strengths:**

The applicant provides moderate evidence of the appropriateness and adequacy of the time commitments of key project personnel to meet project objectives. The time commitments of the Project Manager and Project Director, Arts Integration Consultant, and Research and Assessment Liaison, along with those of the teachers and district personnel, appear appropriate to the planned responsibilities and activities (p e48-e49).

**Sub Question**

**Weaknesses:**

It is not readily apparent which role is that of the Principal Investigator, for whom 156 total hours are budgeted; this may be that of the evaluator, but it is unclear. Therefore, it is difficult to determine whether this number of days is sufficient.

**Reader's Score:**

**3. (C) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

The applicant provides strong evidence of the adequacy of procedures for ensuring feedback and continuous improvement in the operation of the project. The applicant team will meet during weekly conference calls for the first year (p e57) and will hold monthly Accountable Community meetings (p e46) to assess project implementation progress. The plan includes surveys, observation, and coaching to help in the revision of the curriculum and the development of technology tools so that they can be continually improved (p e46-e49).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

**1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**General:**

N/A

**Reader's Score: 25**

**Sub Question**

**1. (A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

**Strengths:**

The applicant provides strong evidence of the extent to which the project evaluation includes objective performance measures clearly related to the project's intended outcomes and which will provide quantitative and qualitative data. The applicant proposes specific, actionable, and (mostly) measurable questions that are tied to the project's goals (p e52-e54), for which it will collect data on teacher knowledge through pre- and post-surveys, observations, interviews, and knowledge assessments (p e55).

Teachers will also utilize the mobile online assessment tool in their assessment work (p e57). The use of student and teacher arts knowledge assessments, student ELA assessments, and innovative tests of applied knowledge, such as 2-minute dramatizations, will measure the ultimate goal of this initiative: increased student achievement.

### Sub Question

#### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### **Reader's Score:**

2. **(B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

#### **Strengths:**

The applicant provides strong evidence of the extent to which the evaluation plan will provide periodic feedback and assessment of progress toward intended outcomes. The project plan offers several opportunities for the applicant team to meet to collect feedback and refine the program, including within weekly conference calls in Year 1 (p e57); monthly Accountable Community meetings (p e46); and through surveys, coaching, and observations, and data field tests (p e46, e49).

The first year's feedback and subsequent revision of the Curriculum and development of technology tools will be ongoing. In subsequent years, the team will review the student assessment results and student work (p e50).

The evaluation also includes an assessment of implementation fidelity through the elements of Method, Frequency, and Support (p e58). This level of detail promises a rigorous implementation and attention to detail.

#### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### **Reader's Score:**

3. **(C) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

#### **Strengths:**

The applicant provides strong evidence of the extent to which the evaluation will, if well implemented, provide evidence of promise. The applicant's plan to conduct both significant qualitative (e.g., Interviews, schema with indicators of change over time) (p e60) and quantitative data such as test scores and Likert-scaled surveys provides rich data for the evaluation questions. The comparison of student grades from the experimental and control groups, along with the longitudinal analysis of grade-level gains from year 2 to year 4, is sound and shows promise (p e61). The analysis will utilize What Works Clearinghouse thresholds (p e61).

#### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### **Reader's Score:**

### Priority Questions

#### **CPP-Technology - Competitive Preference Priority-Technology**

1. **Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

The application provides strong evidence of the extent to which the project will utilize high-quality digital tools or materials to prepare teachers to use technology to improve instruction, as well as develop, implement, or evaluate digital tools and materials, in order to improve student achievement. The applicant will develop online teacher professional development modules and a mobile online arts assessment tool, which teachers will be trained to use and whose feedback will be used to calibrate the models (p e18).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score: 20**

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